

CONTENTS

1 Introduction to Classroom Management 1

Classrooms Are Complex Places 2

Learning About Classroom Management 3

Classroom Management's Connections to Other Facets of Teaching 8

Overview of This Book 9

Chapter Summary 10

Further Reading 10

Suggested Activities 11

2 Building Supportive and Healthy Classroom Relationships 12

What Are Relationships? 16

Self-Management as an Aspect of Building Relationships 18

Boundary Concerns in Relationships 19

Strategies for Building Relationships 19

Managing First Impressions 19

Throughout the Year 21

Relationships With Parents 23

Relationships With Other School Personnel 25

Who Will I Teach? Teacher-Student Relationships in Urban Settings 26

Chapter Summary 28

Further Reading 28

Suggested Activities 29

3 Organizing Your Classroom and Materials 30

Five Keys to Good Room Arrangement 32

Suggestions for Arranging Your Classroom 33

Wall and Ceiling Space 33

Floor Space 35

Small-Group Instruction Areas 37

Material and Supply Storage 40

Who Will I Teach? Organizing a Classroom of Students With Diverse Backgrounds 42

Chapter Summary 43

Further Reading	44
Suggested Activities	45
Checklist for Organizing the Classroom	48

4 Establishing Classroom Rules and Procedures 50

What Is an Effectively Managed Classroom?	51
---	----

Preliminary Considerations	52
----------------------------	----

Definition of Terms	52
---------------------	----

Identifying School Rules and Procedures	53
---	----

Planning Classroom Rules	54
--------------------------	----

Student Participation in Rule Setting	56
---------------------------------------	----

Planning Classroom Procedures	57
-------------------------------	----

Procedures for Room Use	57
-------------------------	----

Procedures for Individual Work and Teacher-Led Activities	59
---	----

Transitions Into and Out of the Room	61
--------------------------------------	----

Procedures for Small-Group Instruction	62
--	----

General Procedures	64
--------------------	----

Who Will I Teach? Considering Student Cultural Backgrounds	66
--	----

Chapter Summary	67
-----------------	----

Further Reading	68
-----------------	----

Suggested Activities	69
----------------------	----

Case Study 4.1: Classroom Rules and Procedures in a Second-Grade Class	70
--	----

Case Study 4.2: Using Centers in a Multitask Classroom	71
--	----

Checklist for Classroom Rules and Procedures	72
--	----

5 Procedures for Managing Student Work 74

Clear Communication of Assignments and Work Requirements	76
--	----

Instructions for Assignments	76
------------------------------	----

Standards for Form, Neatness, and Due Dates	77
---	----

Procedures for Absent Students	77
--------------------------------	----

Monitoring Progress on and Completion of Assignments	79
--	----

Monitoring Work in Progress	79
-----------------------------	----

Monitoring the Completion of Assignments	80
--	----

Maintaining Records of Student Work	81
-------------------------------------	----

Managing Student Portfolios 82

Managing the Paperwork 82

Feedback to Students 83

**Who Will I Teach? Students Frequently
Absent 84**

Chapter Summary 87

Further Reading 87

Suggested Activities 88

Case Study 5.1: Managing Student Work 89

**Case Study 5.2: Keeping Students Involved During
Center Activities 90**

**Case Study 5.3: Using Technology in an Upper Elementary
Grade 91**

**Case Study 5.4: Poor Work and Study Habits in a Third-Grade
Class 92**

Checklist for Managing Student Work 93

6 Getting Off to a Good Start 95

Creating a Positive Climate in Your Classroom 96

Teacher Authority 97

Teaching Rules and Procedures 98

Planning for a Good Beginning 100

Planning for the First Days of School 100

Some Typical Activities 101

Communicating With Parents and Guardians 106

Special Problems 108

Preparing for a Substitute 112

**Who Will I Teach? Students Who Arrive After the School Year
Has Begun 112**

Chapter Summary 114

Further Reading 115

Suggested Activities 116

**Case Study 6.1: Beginning the Year in a Literature-Based
Primary Classroom 117**

**Case Study 6.2: Beginning the Year in a Fifth-Grade Math Class
Using Cooperative Learning 123**

Sample Letter to Parent/Guardian 128

Checklist for Preparing for the Beginning of School 128

7 Planning and Conducting Instruction	131
Planning Instructional Activities	132
Types of Planning	133
Types of Instructional Activities	133
Planning for Clear Instruction	141
Technology in the Classroom	142
Kounin's Concepts for Managing Whole-Group Instruction	144
Preventing Misbehavior	144
Managing Movement	146
Maintaining Group Focus	147
Transition Problems in Conducting Instruction	148
Who Will I Teach? Management Issues for Pull-Out Instruction	149
Chapter Summary	151
Further Reading	152
Suggested Activities	153
Scenario 7.A	154
Case Study 7.1: A Math Lesson in a Fourth-Grade Class	154
Case Study 7.2: A Science Lesson in a Sixth-Grade Class	155
8 Managing Cooperative Learning Groups	157
Research on Cooperative Learning	158
Examples of Group Activities	159
Strategies and Routines That Support Cooperative Learning	160
Beginning to Use Cooperative Learning Groups	160
Group Attention Signals	163
Promoting Interdependence Within the Group	164
Individual Accountability	165
Group Tasks	166
Initial Group Tasks	167
Teaching Group Work Skills	167
Monitoring Student Work and Behavior	170
Interventions for Groups	171
Student Goals and Participation	173
Who Will I Teach? Encouraging Participation in a Diverse Class	174

Chapter Summary 176

Further Reading 176

Suggested Activities 177

Checklist for Planning for Cooperative Group
Instruction 178

9 Maintaining Appropriate Student Behavior 180

Monitoring Student Behavior 182

Being Consistent with Procedures and Consequences 184

Managing Inappropriate Behavior 185

Maintaining a Positive Climate 187

Improving Class Climate through Incentives and
Rewards 189

Recognition 189

Activities 190

Symbols 190

Material Incentives 191

Individual and Group Incentives 192

Caution in the Use of Rewards 192

Using School-Wide Positive Behavior Support to Maintain
Appropriate Student Behavior 193

Who Will I Teach? Student Social-Emotional Learning and
Emotionally-Laden Events 195

Chapter Summary 196

Further Reading 197

Suggested Activities 198

Problem 9.1: Misbehavior in a Second-Grade Class 200

10 Communication Skills for Teaching 202

Constructive Assertiveness 204

Stating the Problem or Concern 205

Body Language 206

Obtaining Appropriate Behavior 206

Listening and Empathic Responding 207

Listening Skills 209

Processing Skills 209

Problem Solving 211

Communicating With Parents 214

Who Will I Teach? Culturally Responsive Communication 216

Chapter Summary 218

Further Reading 219

Suggested Activities 220

Activity 10.1: Pushing Buttons 220

Activity 10.2: Developing Assertiveness Skills 220

Activity 10.3: Recognizing Listening Responses 221

Activity 10.4: Producing Empathic Responses 222

Activity 10.5: Problem-Solving Exercises 223

Activity 10.6: Analyzing Communication in an Urban Setting 223

Activity 10.7: Dialogue Analysis 223

Assertiveness Assessment Scale 225

Activity 10.8: Parent-Teacher Conferences 226

11 Managing Problem Behaviors 228

What Is Problem Behavior? 229

Nonproblem 229

Minor Problem 229

Major Problem Limited in Scope and Effects 230

Escalating or Spreading Problem 230

Goals for Managing Problem Behavior 230

Management Strategies 231

Simple Interventions 232

Moderate Interventions 234

More Extensive Interventions 237

Special Problems 243

Bullying 244

Tattling 245

Chronic Avoidance of Work 246

Fighting 247

Power Struggles 247

A Final Reminder: Think and Act Positively 248

Who Will I Teach? Using a Behavior Report Card to Address a Student's Problem Behaviors 249

Chapter Summary 251

Further Reading 252

Suggested Activities 253

12 Managing Special Groups 255

Assessing Entering Achievement 256

Models for Identification 257

Strategies for Individual Differences 258

Team Teaching 258

Modifying Whole-Class Instruction 260

Supplementary Instruction 261

Individualized Instruction 265

Additional Strategies 267

Working with Students with Special Needs 268

Students with Learning Disabilities 269

Students with Emotional or Behavioral Problems 270

Students with Serious Social Deficits (Autism Spectrum Disorders) 272

Students with Attention Deficit and Hyperactivity 274

Students Who Are Deaf or Hearing Impaired 275

Students Who Have Visual Impairments 276

Students with Limited English Proficiency 276

Students Living in Extreme Poverty 278

Teaching Lower-Achieving Students 279

Active Instruction 280

Organizing and Pacing Instruction 280

Remedial Instruction 281

Building Positive Attitudes 281

Teaching Higher-Achieving Students 282

Chapter Summary 283

Further Reading 283

Suggested Activities 285

Case Study 12.1: Organizing Reading Instruction for Low-Academic-Level Students 285

Case Study 12.2: Supporting Students With Auditory Disabilities in the Classroom 286

**Case Study 12.3: Teaching Students in a Third-Grade
Inclusion Class 287**

Problem 12.A: Team Teaching 288

Problem 12.B: A Heterogeneous Class 289

**Appendix: Answer Keys for Selected Chapter
Activities 290**

References 315

Index 325

CHAPTER 1

Introduction to Classroom Management

Classroom management is a broad concept that encompasses the behaviors and strategies that teachers use to guide student behavior in the classroom. Its goals include fostering student engagement and securing cooperation so that teaching and learning can occur. Classroom management has both planning and interactive aspects. Planning aspects include such tasks as organizing the physical space of the classroom, identifying expectations for student behavior, developing incentives to encourage desirable behavior, arranging consequences to discourage inappropriate behavior, and organizing instructional activities to promote student involvement and engagement. Classroom management also includes a highly interactive, real-time set of teacher behaviors and strategies, including monitoring and interacting with students, providing support and feedback, intervening to redirect student behavior, and working with students to stimulate interest, involvement, and cooperation.

The many hours we have spent as students have given the classroom environment a familiar feel—so much so that it might seem it would not take much effort to make the transition from student to teacher. But taking responsibility for teaching a group of 25 or more students is a very different task than being a student in a classroom. As students, we observe teachers without being privy to the decisions they make or the planning that has gone into their teaching. Students enter an environment that has been arranged, participate in designed activities, and interact with or observe peers and teachers without seeing “behind the scene.” For example, as students, we probably